

EDUCATIONAL INDIA



VOLUME XXXI
NUMBER 5

November, 1964

REMEMBRANCE



Any thing which threatens the autonomy of University must be resisted whatever form it takes.

— Dr. A. L. Mudaliar.



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MACHILIPATNAM

(S. India.)

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A New Entrance Examination
The Appointment of Vice-Chancellors
Medium of Instruction

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Published on the 1st of every month, with a Double Number for May and June (Summer vacation.)

The year begins from 1st July. But subscribers may enrol themselves, for any of the following periods:

July to June .. Academic year
Jan. to Dec. ... Calendar year
April to March .. Official year

✉ All subscriptions are payable in advance by M.O. or by postal order

ANNUAL.

INLAND RS 5-50
FOREIGN RS 7-50

Office :

MACHILIPATNAM
(S. India)

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Vol. XXXI: No. 5

November, 1964

EDUCATIONAL INDIA

*A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
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Some Problems of Sec. Education

Dr. K. C. Vyas.

THE condition, organisation and vitality of Educational Institutions have got to be studied and taken review from time to time. Educational Institutions have got to be alert, dynamic and progressive so as to help the rapidly changing society to adjust itself without much disturbance.

Most of the problems of Secondary education had been reviewed by the Mudaliar Commission. It was a fairly thorough study of the Secondary education in our country. The Commission realised that though the Secondary Education is most important link in Educational system it was also the weakest. Having realised the magnitude and complexity of the situation existing for the secondary education, it tried its best to offer some suggestions, ideas and procedure to make improvements in the Secondary Educational System.

Then, what is the need for the new Education Commission? Of course the New Commission will review the whole educational system as an organic whole, not as previous Commissions did of looking at problems in their own respective fields. Further, the commission may look into the new problems created by the rapid advances in industrial growth, rapid social changes from rural to tremendous urban expansion as well as the problems created by rapid continuous increase in population, growth of science, technology and industry. These new changed situations in the life of Indian people will no doubt be reviewed by the Commission. But it will be of no advantage if the new commission tried to study once again

the problems already attended to by the previous commissions.

We may legitimately ask what then will be the role of this new commission?

The first task before the commission will be to take review of what has not been implemented that was recommended by the previous commissions. Why were the recommendations not implemented and what were the difficulties that came in the way of executing the solutions offered by the previous studies? Secondly, the new commission after the study of the previous commission report may not agree with the solutions or recommendations offered by the previous commission. In that case new commission may take up the problem again and review these in light of the new situations and conditions.

But the most important task before the commission is to find out ways and means of implementing the recommendations. If the commission does not want to suffer the fate of other commissions it will do well to lay more stress on practical aspects of tackling a problem or give detailed procedure and methods of implementing the recommendation made. Very intelligent academic discussions of various educational problems have already been presented by the previous commissions. It would there-

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fore be more fruitful if this commission helps to evolve a technique which help the agencies concerned to implement the recommendations. Practical and realistic approach to various educational problems by the commission would only help to justify the appointment of the commission.

The problems that will confront the commission for its consideration may briefly be enumerated as follows :—

1. The tremendous awakening and thirst for Education among the Masses.

How to meet this need not only by opening schools but by providing useful and purposeful education. What efforts are made to make the educational institution a useful member of the society? Should not the education be imparted in such a manner that the child is not isolated from the community and becomes a useless member of the family after attending school? How much weightage will be provided in the schools between craft or manual labour and academic work? It is no doubt that only academic education without craft or useful manual or practical work creates an unhealthy child who dissociates himself from the community or becomes a parasite class by itself. Therefore, the commission do well to recommend a balanced educational activities which develop both academic as well as practical or manual working abilities in the school-going child.

2. The next problem that the Commission will face will be that of Education for Quality or Quantity.

It is impossible in a modern democratic society to restrict educational facilities for its citizens. Further, with tremendous and continuous increase in population it is also next to impossible to curtail the number of pupils coming in educa-

tional institutions. Is it then possible to cater education to the masses and at the same time maintain and raise educational standards? At present the problems of raising standards of education have been attacked from a wrong angle. The problem of educational standards have not been properly understood. Educational standards should mean whether a child with his ability, aptitude and interest has attained a maximum achievement in educational programme. Now it is impossible to raise educational standards if we provide different types of courses for children suitable to their ability, aptitude and interest. Therefore, the problem of raising of educational standards cannot be solved only by providing better teachers, equipment etc. because some of the children are just not interested or have no ability or aptitude for the courses offered by educational institutions. The only solution to raising the educational standards is to provide various diversified courses for children from the VIII standard according to their interest, ability and aptitude. At the same time this bifurcation should be optional and freedom should be allowed for pupils to opt for any course he prefers.

3. Lack of Teachers will be another Problem for implementing any recommendations suggested by the commission.

It is high time that the commission should be able to convince the government and the society, the important role of the teachers at all levels. The training of teachers for rural, urban, technical or diploma courses for different vocations is the primary need facing education today. Special teachers' training institutions for rural areas in large numbers are a great necessity. The trained teachers and the administrators of today

do not know the problems of rural, education nor the educational needs of the rural community. Further the courses, methods, activities, topics and emphasis on study of different problems will radically differ in rural and urban places. It is uneducational to provide same type of education as well as teachers' training for urban and rural areas. At the same time there should be scope for urban or rural teacher or student to move from one place to another without experiencing great disparity. This problem it is hoped will no doubt be considered by the commission.

4. Equipment required for schools to be considered by the commission.

To-day most of the funds collected by educational societies are spent on building of huge concrete permanent school buildings. No funds are then left for other necessary educational equipment. Every school must have a library, science laboratory, audio visual aids and a playing ground. Even in rural areas schools are built but no provision is insisted upon by the educational authority for playing grounds. Further, the State and the Union Government must contribute towards equipping the schools with the above mentioned four basic needs of an educational institution. For providing these needs the centre and the state governments must start departments to manufacture or encourage private agencies to manufacture literature for students in all subjects. To-day excepting text books, the children have very little other supplementary literature to indulge in. If the commission can recommend production of fine illustrated books for children in variety of subjects it would have done a great service. Further, there is a great need for reference books in different subjects in regional languages or Hindi. It is an urgent necessity

for educational institutions to have these books. Production of these materials could be taken up both by the private and government agencies. It is hoped the commission will also deliberate on these lines with regard to production of audio visual and science teaching material for schools.

5. The growing needs due to Five Year Plans: Skilled and semiskilled workers have to be trained by Special Institutions.

Diploma courses in different technical and professional subjects could be introduced. But it could also be suggested to industrial firms and organisations to start training courses for their own requirements. Further, certain research programmes could also be suggested to the industrial firms in their respective fields. By making such recommendations the commission can enlarge facility for training and research in the industrial and technical fields and thus save some valuable funds for other much needed educational programmes.

6. The Education Commission has not adequate Representation of experts on Rural Education and its problems.

In India majority of the people are staying in rural areas. It is necessary that their educational problems and requirements should be properly considered. Secondly, if the Planning Commission has been trying to encourage village handicraft and industries, it is but natural that some training institutions should be established to train the know how of the small scale industries, and the handicrafts. Further, for preservation, development and improvement of the skilled craftsmen, training and research centres are very essential. If development of heavy industries requires training in technical and scientific know how, why should not the education ministry provide the training

for the development of handicrafts? The education commission will do well to establish training centres for the village industries.

7. Another great gift of Modern Scientific age is that of mass media of Communication like, Radio, Television. Films, Pictures, Newspapers etc.

This media could be best used to help to raise standards in education by making available experts on subjects which otherwise would be impossible for schools to be able to afford. Secondly, this media could very well serve as a supplementary educational device to enrich the educational experience and efforts of the school. Moreover, this media of mass communications help the promotion of General Education and thus to a great extent relieve the pressure of instruction in the schools. Further, as a second tune of educational build up it can help to raise the general standard of intellect and understanding among the masses. This would further help to raise the general level of education of the whole people of the country. If the commission can evolve a comprehensive plan, as to what part this mass media of communications can play in the general over all working of the educational programme, the efforts of the commission will be greatly rewarded.

8. To help and understand the Educational Efforts at Primary and Secondary School levels, it is very necessary that Adult Education or Social Education be encouraged and given maximum priority.

For, adult or social education of the masses will not only help the masses to take active participation in the educational programmes of the ministry but would further assist the masses to keep abreast with the rapidly developing and changing soci-

ety. An enlightened population will be able to support new experiments in different fields including education. Thus the people who may be now acting as dead weight on the progress of society will then act as promoters of new life and progress. A country's enlightenment could be judged only through its common people's achievements and attainments.

The educational problems facing the country are known to most of the people. Every one knows that something is wrong with our education. It would be best for the Education Commission to take up these problems one by one and try to solve them by offering concrete suggestions and definite procedure to tackle the problems. Therefore, the work of the Education Commission, if it has to serve any useful purpose it would be best to take up practical aspect of the situations and not get lost in probing and explaining the theoretical aspect of the educational problems. Education and life being dynamical and ever changing will require to be always alert and vigilant to accept and try new ideas.

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Current Trends in Sec. Education

Shri V. S. Venkatanarayana.

EDUCATION had become the sad victim of tinkering after the achievement of independence. It was thought that education prior to independence was too bookish and mechanical, stereotyped and rigidly uniform and that it did not cater to the aptitudes of the pupils or to pupils of different aptitudes. It was criticized on the score that it did not develop those basic qualities of discipline, cooperation and leadership which were calculated to make them function as useful citizens. A need therefore was felt for reorienting the educational system in such a way that it would stimulate a cultural renaissance while making its contribution to the development of habits, attitudes and qualities of character which would enable the citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.

Defective Curriculum & Syllabuses

To infuse therefore new blood into the educational system in the post independence era, subjects like Social Studies and Citizenship Training were introduced in secondary schools doing away with the study of History, Geography and Civics as separate subjects. The object was that the education of the day should prepare the pupils for the modern world and as such it should concern itself with the social problems of our complex civilization—its trade and commerce, its economics, its local and central government, its foreign contacts and international relations and then the

vast fields of Science and applied science. This trend had precluded the study of history and geography of the country, thus preventing an understanding of its genius and culture. This trend had even so far gone as to introduce the subject of social studies even in the primary classes. It had logically resulted in a huge army of ignoramuses who have no idea of the salient facts about the make up of this country—geography and history, leading to Service Commission Reports commenting on the sad performance of the candidates while answering general knowledge papers.

Again, a thorough knowledge of an optional subject like mathematics, Physics, Chemistry, Botany, Typewriting, Shorthand, Book-keeping, Agriculture and the like formed a welcome feature of the syllabuses prior to independence. But this had been given the gobye. Excepting in the case of mathematics an over crowded curriculum dealing with a large number of subjects was introduced. Formerly, there was a general core of elementary mathematics in addition to the optional mathematics. In the new dispensation, the pupils of composite mathematics do not have enough grounding in general mathematics and these later are to teach boys mathematics after taking a teacher's degree. The ultimate result had been a perfunctory treatment of the new subjects.

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In this connection it would be proper for one to consider what Sir Richard Livingstone had said in his remarkable book: "Some tasks for Education" (Published by Oxford University in 1946). He said:

"It is the major weakness of the social studies curriculum that it diffuses itself over a multiplicity of enormous problems, contents itself with a cursory view of them, and neither leaves time nor realises the need for a thorough and intensive study of any one...A secondary education based on an attempt to introduce the pupil to the social sciences inevitably leads to smatterings and superficiality and fails to give him an idea of the meaning of knowledge."

Subsequent events had proved this statement to the core. An attempt had been made to diversify the courses and try to provide within the framework of the secondary education syllabus, subjects like the secretarial ones, engineering, agriculture and the like. The desire to base education on social and physical sciences and to make a pupil complete in knowledge to take to life was the reason for this trend. But here again listen to Sir Richard:

"Of course I left school ignorant of many things desirable and important to know....."

"Education prospers by economy by exclusion. Two principles must be observed in it. The first is that certain subjects—they cannot be more and should be hardly less than two—must be studied so thoroughly that the pupil gets some idea what knowledge is. That lesson cannot be learnt by studying a large number of things: it demands time and concentration. The second principle is that those subjects should bring the pupils face to face with something great. Nothing—not all knowledge in the world educates like the vision of

greatness, and nothing can take its place. Now the old classical education satisfied these two principles. Those whom it suited learnt two subjects pretty thoroughly, and thereby got a glimpse of what knowledge is and of the price, which it exacts and they met greatness in two great literatures. That is why I think that the education of the past was better—much better than this attractive and plausible scheme to make clear to pupils how modern society is run and organised."

The two great literatures referred to are Greek and Latin. I would like to substitute Sanskrit and English in our context and be done with it. The other subjects are Mathematics, History, Geography and Science, in addition to the study of the Mother Tongue. These should be studied intensively while Arts and crafts are provided for with time for physical training. Some subjects must be taken up for specialisation. That would be an ideal content of secondary education. There is the question of provision for Hindi teaching. This can better be carried on by voluntary organisations as Hindi can be easily learnt out of school when it would not be regarded as a compulsion.

Medium of Instruction

A significant trend currently in the field of education is towards the starting of English medium in secondary schools on the plea that the standard of education had deteriorated. The medium of instruction had been changed from English to the Regional language during the secondary education stage in 1938-39 as it was felt that the pupils experienced difficulty in understanding the subjects when taught in English and that the standard of attainment in the subjects deteriorated on that account. This standard of English attained by the pupils when English reigned supreme

was also going down as revealed by the examiners' reports published on the basis of performances by the pupils at the SSLC public examinations.

But while having made this change in the medium of instruction at the secondary level, no corresponding change was made at the collegiate level and no attempt had been made for the creation of standard textbooks on the subjects in the regional languages at that level. As a result of this policy, the pupil soon after passing out of the secondary school was brought face to face with subjects taught in English medium in the Intermediate class. To attune themselves to the English atmosphere, the pupils took one year and they could show some progress in the comprehension of the subject in the second year. Thus a whole one year ran to waste.

Duration of Courses — Higher Secondary

But as a result of the Secondary Education Commission which submitted a weighty report on all aspects of secondary education, an All India Pattern of education had been suggested. There was to be, according to this report, eight years of integrated elementary (Basic) education, generally catering to the pupils of the age group 6 to 14 using the last year of this stage as an exploratory year to find out the aptitudes of the pupil, three years of secondary education proper where there should be a marked diversification of courses generally covering the period from 14 to 17 years and then finally three years of university education leading to the first degree.

This Report has brought into existence the Higher Secondary Schools; for one year of the Intermediate

had been tagged on to the high school stage, the other year going to the College course for the first year of the three year degree course provided for in the new scheme. The result had been that the pupils had lost one year of listening and acclimatising to the English medium of instruction by that year being in the higher secondary. To obviate this handicap, option was given to schools to have the English medium in XI and XII Classes. Here again there being different kinds of higher secondary schools offering English medium in different subjects as a result. The scheme has an inherent flaw that all high schools cannot be upgraded, unless heavily subsidised by the government. The standards cannot be achieved as expected or envisaged in the scheme. While that was the case, colleges would have become extinguished had the Government not decided on what is now called the Pre-university course. This is the Jarasandha of educational manufacture. As a result of these pre university courses being opened, the difficulty regarding the medium of instruction had become accentuated. Practically six months are lost by the pupils in their endeavours to understand the new English atmosphere and the remaining short period has been found to be inadequate to comprehend the subjects which are crowded and heavy. This is the true cause for huge failures in the pre-university courses.

Why Large failures ?

Though the reason, for the large failures in the P. U. C. as well as in the S.S.L.C. is staring in our faces, yet the trend is towards appointing committees to probe into the causes, to reform the system of examinations so as to pass many pupils (as if passing of the candidates is the prime

purpose of the examinations), to cut grants of institutions not producing good results — which method is pregnant with leaning towards encouragement of malpractices on the part of the teachers and the taught alike—to withhold increments and other prospects of teachers for poor results, and to do everything un-academic to bring education into ridicule.

As long as there is mass education, as long as the trend is towards making every one know the XYZ of everything without knowing the ABC of anything and as long as the stress is laid on educational reform without providing the ideal requirements like classroom strength, good laboratories and other equipments and without giving the teachers a living wage, so long no scheme can succeed in the country and no sound education can result.

Had books for the degree classes and the higher branches of knowledge been written from the time of introduction of the Regional language medium, in secondary classes, the ridiculous situation of regional language in the lower storey and the foreign language in the upper storey of the educational edifice would not have obtained. The present trend appears to be to revert to the former days when English reigned supreme by creating schools with English medium for districts. When we want Socialism and a classless society a separate set of Burra Sahibs are sought to be trained!

Age Restrictions

A trend has been noticed towards prescribing 18 years as the age of entry into the degree class. That means a pupil must put in 13 years of schooling before entering a degree class taking the 5 limit into consi-

deration. No one however is agreed on the point. The Secondary education commission in 1953 had posited, as already cited, 12 years of schooling before entering the degree classes, the last 4 years representing the secondary stage approximating to the old intermediate stage in the ultimate. Three more years of study will lead to a degree. But this is yet to be achieved.

Last year, at a conference of the education ministers and educationists in November at Delhi no agreement was reached on this point of pattern of education. As was revealed at the conference, in UP we have 10 years of schooling, 2 years of intermediate education and 2 years more for a degree. In Guzerat, Madras and Maharashtra there are eleven years of schooling, one year of university course and a three year degree course. But there are regional variations in Vidarbha and Marathwada in Maharashtra state., where 110 schools follow the Delhi pattern of higher secondary schools of 11 years course with three years at the university. Kerala and Mysore have 10 years schooling plus I year P. U. C. Madhya Pradesh follows the Delhi pattern. In Bengal and Rajasthan 50% of the schools have introduced the higher secondary course. Bihar, Assam, Andhra and Orissa as well as Jammu and Kashmir have made small progress in introducing it. In other states not more than 30% of the schools are converted into the new pattern. Madras has thought it wise not to hurry in the process. There is a lot of confusion existing in the minds of parents and pupils alike with regard to the chaotic coexistence of high schools and higher secondary schools. Students who migrate from place to place as a result of the transfer of their parents are worst hit in the matter. The

higher secondary schools themselves are not uniform in the matter of medium of instruction in the final two years as the choice of subjects for the English medium is left to the schools concerned. The wisest course seems to be to revert to the 1929 S S L C scheme with two years of Intermediate and the two years of degree course. As the education ministers themselves could not arrive at an agreement regarding the implementation of a uniform pattern, it would be better to leave it to the states to decide the pattern while evaluating the degrees ultimately given by the universities by common consent. Virtually the *status quo* all along maintained is desirable.

220 working Days

Another trend which has for its aim the improvement of standards of education has been towards the increase of number of working days to 220 with a minimum of 1200 instructional hours. This suggestion has been put forward by the Central Advisory Board of Education and has been put into immediate operation by Andhra Pradesh government while Madras has kept the number at 200 without Saturdays as working days. As a result, schools are obliged to work on Saturdays and on each day for $5\frac{1}{2}$ hours. This policy has a ruinous effect on the pupils and the teachers alike. Formerly there were 180 working days with Saturdays and Sundays as holidays. The idea behind the weekly holidays has been to give ample scope for children and teachers to recoup, prepare and put in individual effort at study and teaching. Pupils could have a go at homework. Tests could be held. Compositions could be corrected. Attention could be bestowed on teaching material and teachers could come refreshed and

invigorated for the work of the ensuing week. It is better therefore to revert to the old days with 180 working days or even 200 days without insisting on Saturdays being working days.

Student Indiscipline

There are other disturbing trends in the educational world like indiscipline, strikes, and hooliganism on the part of students who would like to state the type of papers they would like to have for their examinations, the subjects that they would like to take up, the professors they want, the Vice chancellors that they like, the type of managements they would like, the wardens who would be acceptable and literally any thing they want. They would invade legislatures, pelt stones at police officers, get into grips with cinema proprietors and fire the theatres, buses and other public conveyances to express their displeasure. All these are the concomitants of a tendency to pamper the student world, to millycoddle them and to treat them as pets. There is no proper parent control. Parents resent when punishment is given to their children for legitimate causes in the school. The pupils would attack the headmaster or the teachers or the principals and better still they take out their effigies and burn them uttering the profanest language concerning their preceptors. The student population has become unruly and violent by and large, due to lack of proper parent supervision and control.

Admissions are not made in accordance with merit. Extraneous considerations come into play. Selections before the public examinations are given the go-bye to please the student bodies, number of chances for taking certain examinations is not limited and anything will be done if only there is student unrest in that

(Turn to next page)

Some Aspects of Science Teaching

By Shri S. D. Deshpande.

EXPERT opinion is not divided on the need of a thorough reorientation that is called for in our educational system for effective and efficient science teaching. However mere tinkering with the curriculum, some different permutations and combinations of topics to form a new syllabus, and emphasis on mass education is not at all sufficient; on the other hand it is certainly confusing. A complete change of approach in our science teaching at all stages, conceived through the awareness of the real problems is a necessity.

What role science teaching has to play in cultivation of scientific attitude in a democratic society of ours is a problem in itself. However it can not be denied that a kind of bias that will facilitate the promotion of scientific outlook should essentially be provided during the school and college life of individuals. It is worthwhile to note how meagre is the quantity of literature on science that appears in our periodicals and how scant response it receives at the hands of our educated elite. It is not yet fully appreciated that developing keen interest in science in the individual mind is a prerequisite demand for promotion of scientific outlook in society.

(Continued from preceding page)

regard. A sternness of policy is needed in such matters if the trend towards indiscipline is to be arrested.

An attempt has been made in this paper to present an objective picture of the educational world in orthogonal projection for all to cogitate and do the needful.

Science teaching at the early stages has certainly to contribute a great deal towards the general efforts to arouse active interest in science. Science teaching outside laboratory, science classes without demonstrations, and schools lacking in science museums can never be imagined as capable of attracting the raw minds. The selection and scope of subject-matter, so also the methods of its representation calls for the highest skill of experienced and well-insighted teachers of science. While acquainting a child with most primary facts of nature and life forms the immediate motive behind the selection of subject matter of science at lower levels, the success of its teaching can only be claimed if it could fill a child with boundless curiosity about science. At higher levels in schools or at university the teaching of General Science undertakes to familiarize an individual with the vast treasures of scientific knowledge, the ever progressive development of science and spirit of scientific enquiry. However the real achievement of teaching of General Science lies in the promotion of an active interest that will slowly but certainly transform into a kind of zealous urge to know more and more about what science is, what science invents, how science discovers and what science has to say in the matters.

It is altogether another matter as to when and at what stage of the

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liberal education the diversification or specialization should be introduced in school curriculum, based suitably on considerations of aptitude. But whenever the science is allowed to choose as a career, the science teaching has to satisfy promisingly the new demands.

Progress of science is really bewildering. Very often old theories, old models, old interpretations and methods are out-dated by the new discoveries and investigations in various fields of science. On one hand the framing of our science curriculum has to show the awareness to the vast progress of scientific activity while on the other, a teacher has to devise appropriate and efficient teaching methods to cope up with this pressure of progress. It is rather difficult to organize a balanced curriculum which duly recognizes the progress of science and duly condenses the past, for complete break with the past is unthinkable. It is not only the teachers but even scientists, science experts in industries and technology have to guard themselves from becoming the victims of obsolescence. While this can partly be achieved through the seminars and refresher courses, the real answer lies in efforts of an individual to pursue additional, more personal, studies.

This brings us to the true object of science teaching. The science teaching should enable a student to grasp the spirit of scientific method and the essence of the process of scientific discovery. Education has to build up a capacity of self education in an individual. In fact the subject matter of science teaching is instrumental to reach this real goal. Science teacher has to emphasize the logical process and continuity of thought that underlies the progress of science. He has to picture vividly the play of imagination of master

minds of science when they attempted building of hypothesis to tackle the crucial problems in science. The distinctness of perception, the piercing power of observation and unparallel thirst for understanding are the qualities which science education has to inculcate effectively. This aspect of science teaching is well formulated in Bernal's remarks: "It is impossible to convey an adequate picture of existing scientific knowledge if the learner is not aware how that knowledge has been obtained and aware to the extent of being able himself to take part in some way in the process of scientific discovery."

Thus a well planned curriculum attempting to encompass the up-to-date results of scientific enquiry into an organized subject matter, a balanced syllabus and the awareness of what science teaching has to accomplish, all this need to be put into practice through the rigorous laboratory training and revolutionized class-room technique. Science is a coherent and organized discipline and as such it is harmful to ignore this training aspect of science.

Scientific knowledge has tremendous utilitarian potentialities which have resulted since early days into an alongside growth of applied sciences and numerous industries. Modern industries and technology well illustrate the skillful and planned utilization of what science has furnished. No doubt science provides a solid foundation and base to industry. However modern industry and technology can only prosper and develop and keep pace with time, with constant and dynamic contact with achievements and progress of science. It is this importance of science that has not been fully visualized by industry, particularly in our country, where it is looked upon solely as a

commercial concern and economic activity.

Science teaching is one of the fields where science and industry must join hands. Well trained, experienced and intelligent engineers and technical personnel with sufficient and proper background in science is the present and future need, an indispensable requirement, of our modern industry, our Development Projects and Plans. It is in this connection of technical education that science teaching has to share its part. Neither it is adequate to impart training in technical subjects to those who are derived from the science stream at various stages from schools or colleges nor it is advisable to teach science on the same lines as it is taught in schools or at university. A technical curriculum should as a whole be one and not merely the haphazard compilation of topics of science and other subject matter. The proper orientation of the subject matter of science and appropriate selection of methods of science teaching that will make a technical student conscious of explicit correlation between science and his technical subjects is desirable.

Again it will be injurious to restrict science teaching along with the technical training in general to educational institutes only. Every new addition to the treasure of scientific knowledge requires to be conveyed to the men in industry through the occasional seminars, summer-schools and short-term courses conducted by the science teachers who are in active contact with the recent developments in science, the nature of science teaching in technical education and at the same time alive to the state and the problems of industry and technology. Skillful science teaching to provide sound foundation of science and a kind of awareness to

the impact of progress of science on technical knowledge to engineers and technical personnel thus requires a special attention to be paid to the selection of topics, preparation of syllabus, presentation methods and the specific nature of laboratory training with due consideration to the prevailing demands of industry and technology.

One more aspect of science teaching deserves mention here. Whether science teaching undertakes to arouse interest in science as a step towards cultivation of scientific outlook, or it attempts to set a thinking process to work through a deep insight into the subject, or it extends its full cooperation with proper adjustments to the specialized field of technical education, it is worthwhile to hint at the nature of the multitudinous impact of science on human life and society. It is no exaggeration that science and vast progress of science is wholly responsible for changing the face of human civilization. For the proper understanding of science it is necessary that science as a coherent and systematic body of knowledge and as organized discipline should be visualized with proper perspective. Science teaching should never fail to picture the real place of science in individual and social life. However, one cannot expect science teaching to do more than just to hint at this aspect.

A complete reorganization of science curriculum at all stages incorporating these broad aspects of science teaching and conscientious efforts to evolve new effective methods to put these into practice is a necessity that is over due. The learned men in the field of science and education, and experienced science teachers have to come forward to enunciate this radical departure from our out-dated and stereotyped way of science teaching.

Coleridge's Conception of Education

By Shri V. Varadan.

COLERIDGE'S views on education are best seen in his lectures on 'EDUCATION' and in Coleridge on 'LOGIC and LEARNING', edited by A. D. Snyder. Other references are found in the 'FRIEND', in the Letters and in TABLE TALK. Having been in close touch with Pestolozzian philosophy for a long time, he had a staunch belief in the education of the child first and the subjectmatter next. Since it is in conformity with the modern views, his views sound radical in some quarters even now. But it should not be forgotten that he was a conservative in his outlook, in so far he holds that view that education should be in the hands of the church. He also firmly believed in what we call the 'downward filtration theory.'

On the Purpose of Education :

Having been a practical man to the core, the poet declared that 'education is to man what the transmission of instinct is to animals.' Education is not pouring something in—a truth with which we all agree fully—but it is to educe, to call forth, "as the blossom is educed from the bud, the vital excellencies are within, the acron is but educed, or brought forth from the bud." In education its object and its end would only be pernicious, if it did not make men worthy and estimable beings. As such reading and writing should be regarded as only a means to an end in the process of education. Mere acquisition of knowledge at the expense of understanding is harmful to the fundamental purpose of education, i. e. 'to know our own knowledge.'

On the Method of Approach :

This naturally indicates the evil effect of 'cramming'—about which we talk so much in theory but do too little in practice, because we find it difficult to practice—so much knowledge that is seldom useful in day-to-day affair. Coleridge declared in his seventh Lecture in Bristol on November 18th, 1813, that " a child should be child-like and possess no other idea than what was loving and admiring." (*New System of Education.*) He preferred the naturalistic method, namely that education should commence only when the children 'have come to years of discretion.' He was against imposing anything that was not favourable to the child. He declared in 'TABLE TALK' that "Natural method should precede the scientific method." Care of health should be given preference over the subject matter and the child must be kept out of harm's way. Again in the FRIEND he has pointed out:

"Alas! how many examples are now present to my memory of young men, the most anxiously and expensively be-school mastered, be-tutored, be-lectured, anything but educated; who has received arms and ammunitions instead of skill, strength and courage; varnished them, polished, perilously over-civilised, and most pitiably uncultivated. All true and living knowledge (must) proceed from within ...never can be infused or

Mr. Varadan, M. A , M. Ed., Research Scholar, Department of Education, Annamalai University gives Coleridge's conception of Education, based on the original works of Coleridge.

impressed." He characterised the pupil of his days as "Walking Advertisements" because they were never able to get at true education. True education 'should awaken the method of self-development.' It should not result in 'storing the passive mind with various sorts of knowledge, most in request, as if the Human Soul were a repository of banquetting-room', but it must, as he pointed out in his 'ON METHOD' "place it in such relation of circumstances as should gradually excite its vegetating and germinating powers to produce new fruits of thought, new conceptions, and imaginations and ideas." To shape, to dye, to paint over, and to mechanize the mind, he designed, as their proper trade to the Sophist, against whom he waged an open and unremitting war.

On the Education of the Child :

Emphasising the need of love, especially in the education of the children, he reminded us, how the child receives its first education from 'mother's touch', and referred to it in his PHILOSOPHICAL LECTURES as "... an extended touch by promise, ... The sense itself, the sense of vision itself, is only acquired by a continued recollection of touch..." Therefore in the education of the child, love should be first installed and out of that obedience should be educed. That is why modern educationists prefer 'women' teachers for lower standards—whether our motives are fulfilled or not is a different question.

On Imagination :

He placed much emphasis on 'the growth of imagination,' and he assigned this task of 'bringing before learner the work of imagination,' to the school. Imagination is the air in which a new knowledge breathes as it is the salt preserving the savour of the old. That is why the teaching

of poetry is getting more popular day-by-day. He has referred to this several times in *Athenalum*, (*Bristol Gazette*) "The ideas of a child were cheerful and playful, they should not be palsied by obliging it to utter sentences which he could not comprehend nor the heart echo; our nature was in every way a progress, both body and mind." He has revealed the truth that a child never remains idle and at the same time cautioned us by saying, "It was a great secret in education, that there should not be a single moment allowed a child in which it should not learn something—the moment it had done learning it should play—the doing nothing was a great error; the time that children are rendered passive, is the time when they are lead into evil." Hence never allow the child to be passive, the principle on which the 'child-centered curriculum' has been evolved.

On Teacher Training :

Coleridge has extended his views on the training of teachers also. He deprecated the method of emphasising too much on the subject matter to the utter neglect of developing 'self-understanding and self-development.' For these, subject matter will not last for long time, 'however earnest he (the trainee) is, and however retentive his memory happens to be.' As a result all that he preserves is some 'dislocated fragments of all that theory, psychology, history and method!' This 'dislocated fragments' will not be useful for the trainee except for the examination purposes. What is needed is not the "permanence of memory but the permanence of being and power." In other words, 'unity of self' is more necessary than a 'multitude of facts amassed and conveyed.' He complained—which is applicable even to the present system

of teacher training, is too much concerned with specific information that can be conveyed from without. Hence the need for 'unity and method' which are the qualities of educated mind.

On the Social Conditions of the Teacher

Referring to the social conditions of the teacher of his own days, Coleridge remarked that teachers of youth are by a necessity of their present condition, either unsound or uncongenial. He posed this question which is relevant to be posed even now "Has any one known a teacher of youth who, having attained any repute as such also retained any place in society as an individual?" The main reason for this is that 'they who have to teach, can never afford to learn.' In ALLSOP he has beautifully summed up the social conditions of the teacher as follows :

"Those who have to teach, a duty which if ably discharged is the highest and most important which society imposes, are placed in such a position that they necessarily acquire a general or generic character, and this, for the most part unfits them for mixing in society with ease to themselves or to others. Is this just, is it for the advantage of the community that those to whom the highest and most responsible trusts are confided, should be rendered unfit to associate with their fellowmen by something which is imposed upon them or which they are made to acquire, as teachers? Does not society owe it to this meritorious class, to examine into the causes of these peculiarities with a view to remove ascertained evils, or by developing them to bring constantly before our eyes, the necessity in this case of results, which at present have such evil influence upon more genial feelings of so large, and every way esti-

mable and intelligent a portion of our fellow men."

Thus he argued for the welfare of the teachers' world and hence we regard him, even now, as our best friend and supporter.

On The New System :

Outlining the 'Monitorial System' of education, the poet-educationist, showed how instruction must come from the Master. It is the boys teaching boys in which the teacher will act as a guide. This gives the boy an opportunity to take an active part and the teacher to observe that there are no methods of deviation from proper method. This will lessen the labour of the teacher and will improve the teaching method. Coleridge was careful enough to see that nothing was imposed on 'Slow learners', to use the modern term. In other words even in the eighteenth century, he had fully realised the need for "individualising instruction". Having much faith in the individual differences he has said, "If a boy cannot learn three times, give him two, if not two, one, if not one, half, the levels of capacity must be found."

On Punishments :

Coleridge was — as we are — for a minimum of punishments and declared in *The Statesman Manual*, "The true perfection of discipline is the minimum of punishments." Again, while outlining his New System of Education he has pointed out, "... let the teachers be as humane as he will, temper will sometimes predominate, therefore certain punishments should be apportioned to certain faults... Corporal punishment was not less disgraceful if administered as some adverting cox comb pretended... the substitute was worse than the original." Further he said, "children never should be made the instrument of punishment farther

A NEW AWAKENING

By Shri C. P. Khanna.

GROWING awareness of the need to make the country's youth physically fit and strong so as to become better citizens and custodians of our freedom has resulted in a spate of activity in the field of physical education, and a number of youth training programmes under State and private auspices have been developed. This gave rise to multiplicity of schemes and programmes which became confusing to heads of schools and students alike and affected the academic timetable and even the harmonious and balanced development of physical education.

The Union Ministry of Education, on the advice of experts, have formulated an integrated programme of National Discipline and Physical Education which sought to coordinate the existing schemes of physical fitness into a National Programme

(Continued from preceding page)

than the taking of one another's place; never should be taught to look with revenge-hearted on each other. Five minutes confinement from play would have more effects on boys than whipping "

Conclusion :

Thus through out the principles of Coleridge on education, we find only what is applicable to 'modern mind.' His emphasis on deep learning, self development, the need for changing the teacher training, the minium of punishment, etc., are all in anologus of modern mind. Here in we see that he has rejected what the modern world has rejected and his suggestions are only what the best mind of the present day world

for the children in the age group of 9 to 16. This integrated programme will combine in it all the best features of Physical Education, the A. C. C. and the National Discipline Scheme and replace all these individual schemes in schools.

The integrated programme of National Discipline and Physical Education has been devised to bring to our young men and women a consciousness of two prime responsibilities—the need for passionate love of the country and its people and the need to realise the great dangers that threaten or are likely to threaten the country and the maintenance of its freedom and prosperity from both inside and outside. To produce a spirit of earnest patriotism which

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can afford. He has never failed to warn the teacher against inadequate preparation and often repeated that a teacher should be a 'mature adult', and that 'the authofity of teacher is constituted in part by his pupils' recognition of his sincerity, in part by the worth of the standard he upholds.' Thus indirectly he indicated the fact that the teacher's world will be respected only by its own behaviour. We should not demand respect but we should command it from the society by fulfilling our duty properly. Thus we see in Coleridge a modern mind, which is the characteristic of a genius, and we are adopting his principles thinking that they are modern and forgetting at the same time that they are as old as Coleridge himself.



Pattern of Education

THE Chief Minister of Andhra Pradesh deserves to be thanked by the public for convening a representative conference of the Vice-chancellors of the four Universities in the State, eminent educationists, and several other officials and non-officials interested in education to consider and make recommendations to government in regard to the general pattern of education and various other educational problems which are in need of solution. It is necessary and desirable for the public to know the nature of these recommendations because it is upon them that the future progress of the State in the field of education depends.

AMONG the recommendations the first place has to be given to that bearing on the subject of the general pattern of education. For years it has been a matter of controversy, and different states have adopted different patterns. The Union Government has considered that in the best interests of the country a uniform pattern of secondary education should be evolved and recommended that it should extend over a period of twelve years broadly divided into three stages — a lower secondary or the elementary

stage commencing from class I for pupils of the age of 5+ and extending over seven years, a secondary stage comprising classes eight to ten and a higher secondary stage comprising classes eleven and twelve. It is this pattern that came up for consideration at the conference and it was decided unanimously that it would be an ideal system for the Andhra Pradesh to follow. It is hoped that other states which have not yet taken to this pattern will do so without any further delay.

TWO observations may be made in regard to this pattern of secondary education. One is that it is practically a reversion to the system which had been in existence in the country till very recently. Under the old system, the first seven years constituted the Middle School course, the next three years the High School course at the end of which the pupils sat for the Secondary School Leaving Certificate examination and the last two years the Intermediate course which led to the Degree Course in a University. The difference consists in the Intermediate course being regarded in the past as a part of the University and not of secondary education in most provinces

(corresponding to states of the present day.) Under the new pattern recommended by the Government of India and accepted by the Andhra Conference the last two years of the twelve-year Course will be regarded as a part of secondary and not of university education though it will be of the same standard as the Intermediate.

THE Second observation is that it is in conformity with the fifty-year old recommendation of the well-known Sadler Commission and also of the more recent Dr. Radhakrishnan Commission. Both these commissions recommended that the Intermediate course should be a part of secondary and not of university education in the sense that in imparting instruction to pupils undergoing the course the secondary school methods and not the University method should be adopted. The rationale behind this was that pupils entering the course would only be of the age 15+ and that they would be too immature to enter the university where instruction is imparted through a system of lectures in large classes. This is as it should be.

We had occasion to observe in the columns of this journal at various times that a great mistake was committed when the old intermediate course extending over two years was replaced by the P. U. C. course. The one year course was educationally unsound. It gave no time to students to get a real

grasp of the subjects of their study especially when it meant a sudden change in the medium of instruction. The one-year course was not really one-year course. It extended only over seven to eight months and the preparation for the examination became more or less perfunctory. We are glad that these defects in the P. U. C. Course have been recognised and that there would really be a two-year course at the higher secondary level which would bring to the Universities students of the age 17 + more mature and therefore better fitted to pursue the university type of instruction which demands more self study and effort in various directions.

THE country is passing to-day through a period of industrialisation. Even agriculture is becoming mechanised. All this demands technical personnel of various grades—lower, middle and high. Craft training institutes, Polytechnics and Engineering colleges are being started in large numbers. The new pattern of secondary education takes all this into consideration. The idea is that those who have no aptitude for the higher types of education should go to craft training institutes after completing the lower secondary course at the age of 12+. They can become skilled workers for whom the demand is on the increase. There will be an examination at the end of the ten-years of secondary school course and those who succeed in it and who

have no aptitude for the higher secondary course will be able to branch off to the polytechnics. Those who take the higher secondary examination at the age of 17+ will be in a position to enter the professional colleges—Medical, Engineering, Agricultural and Veterinary etc—or if they are more academically minded take the general B. A. or the B. Sc degree courses in a University. It is now accepted that the degree course should extend to three years.

ONE of the recommendations of the conference is that the XI and XII Classes which constitute the Higher Secondary stage may be conducted in colleges providing for the degree courses of a University or in secondary schools or in junior colleges specially started for the purpose. It is however understood that the methods of instruction should be the same and that the teachers employed should have higher qualifications than those handling the classes in present day high schools and that they should have higher scales of pay.

THERE were some in the conference who expressed the view that nothing should be done until after the new education Commission appointed by the Government of India submits its report and decisions are taken on its recommendations. This view did not find much support. On the other hand it was pointed out that decisions taken at the conference and implemented by

Government of the Andhra state would strengthen the hands of those members of the Commission who are in favour of the new pattern especially because of the support which it already has from the Government of India. This is the correct view. The alternative will mean an undue delay in the settlement of a question which is of an urgent character.

WE invite the opinion of readers on the new pattern recommended by the conference.

A New Entrance Examination

IT is the view of many foreign observers of our system of education that it is completely dominated by examinations. In no other country in the world is so much importance attached to examinations as in India. Both the teachers and the pupils care less for the acquisition of knowledge and for the shaping of the character of the youth which are the real objectives of education than for success at the examinations held. This is the tragedy of the educational system as evolved during the days of British rule and things have not improved after the country got independence.

IT is therefore rather unfortunate that the Government of Andhra has decided on adding one more examination to the number already in existence and that this decision was endorsed by the conference of educationists and others interested in education recently held

in Hyderabad. All those who seek admission to the professional colleges in the state—Medical, Engineering, Agriculture and Veterinary—are to take this entrance examination and it is only those who get the highest places in it that will be admitted in future into these colleges.

HITHERTO the Multipurpose or the Higher Secondary Examination conducted by the Educational Department and the P. U. C. examination conducted separately by the three Universities in the State were the examinations on the basis of which admissions were made to the professional colleges. A certain percentage of seats was reserved for those sitting for the Higher Secondary examination and the balance was distributed among the successful candidates of the P. U. C.

THE reason assigned for introducing a new entrance examination is that numerous malpractices have crept into the system of P. U. C. Examination as conducted by the universities and also into the system of valuation of the answer books. Copying during examinations has become quite common. In most examination halls answers to questions are even dictated by invigilators to the candidates, and so far no effective remedy has been found for putting an end to this nefarious practice. Those among the invigilators who are more strict and more conscientious in the discharge of

their duties are quite at the mercy of the rowdy element among the examinees. The malpractice does not stop here. It has come to affect the system of valuation of answer books. Examinees bring all sorts of pressure on the examiners who mark their scripts and even offer money bribes. Some examiners succumb to such pressure with the result that no reliance can be placed on the marks secured by candidates. It is found that several examinees are able to score more marks not because they are more intelligent or industrious but because they are in a position to bring pressure on examiners. Several cases have been reported of answer books not written by the examinees in the examination halls being substituted. There is no need to refer to other malpractices widely prevalent.

From all this the Government of Andhra Pradesh has come to the conclusion that the marks scored at the P. U. C. or the Higher Secondary examination should not be the criteria for admission to professional Colleges. The number of seats in these Colleges is limited. There is a rush for them. Because of the above malpractices it is not possible for those who really deserve a seat to get it. Candidates who have influence and money somehow manage to get seats. It is this that has to be averted.

THE remedy according to Government is the introduction

of a new entrance examination. Seats in professional Colleges will be allowed to candidates who are successful in this examination in the order of merit as determined by the number of marks they score in it. The examination will be open to only those candidates who secure a certain minimum of marks say 45 or 50 percent at the P.U.C. or Multipurpose examination. It will be held in June soon after the results of the examination are announced. Arrangements will be made to complete the valuation of the entrance examination answer books by the middle of July and admissions will be made to professional colleges by the end of July.

THIS means that a pupil of the age of sixteen who sits for the P.U.C. or the Higher Secondary examination in March—April should face the strain of another examination in June. Some of them sit also for the entrance examination to the Institutes of Technology which is held in June. One can imagine the ordeal through which they have to pass.

ONE has also to consider in this connection whether the proposed entrance examination will be free from all the malpractices associated with the other examinations. Government thinks that it can be freed from them. Perhaps it thinks of having police officials as invigilators. This is possible only when the examination is held in a few centres. But this can't put a stop

to the malpractices in regard to valuation of scripts, to the tabulation of marks and their correct entry in the registers to be kept for the purpose. It also assumes that the police will be thoroughly honest. Its only result may be the centralisation of corruption as one experienced member of the conference put it. All the same Government has decided on this measure. It is therefore best to watch how the new experiment will work. It is most regrettable that the atmosphere of corruption which has become so widespread has also crept into the field of education and that young boys and girls have become victims to it.

The Appointment of Vice-chancellors

IN Pre-independence days universities had no autonomy. They were for all practical purposes controlled by Government. One way in which they controlled them was by appointing their Vice-chancellors. When under the system of dyarchy introduced in 1919, education became a transferred subject administered by a responsible Minister, the first attempts were made to give more autonomy to universities and one method adopted for the purpose was to empower the Senate of a university to elect its Vice-chancellor. The Andhra University adopted this method when it was established in 1926.

BUT the system of election led to a number of evils. It is best

to note what the Radhakrishnan commission had to say on it: "Open canvassing and voting for rival candidates may have been tolerable when the post was not much more than a complement which the University could bestow, though even so it was undignified and led to the formation of factions. But as a means of securing a man of character and reputation for an arduous and highly skilled service it is, to put it bluntly, disastrous folly. So far as we know no other country chooses the heads of its universities by such methods." It therefore recommended that the Chancellor (who is usually the Governor of the State) should appoint the Vice-chancellor on the recommendation of the executive or the Syndicate.

BUT no importance was attached to this recommendation either by the Government of India or by State Governments. As a matter of fact most of the recommendations of Radhakrishnan Commission have been ignored and this particular recommendation also met with the same fate.

THE Government of India then thought of another method and put it into effect in connection with the Delhi and other universities. Under this method a selection committee consisting of two nominees of the Syndicate and one nominee of the Chancellor is appointed. This committee selects a panel of three and the

Chancellor, appoints one of these three as the Vice-chancellor. In the Andhra state this method was incorporated in all the University Acts in 1959 and the present Vice-Chancellors of the three universities have been appointed through it.

It is not clear what the demerits of this method are. All the same the Government of Andhra has now thought it desirable to bring about a change. The subject came up before the Hyderabad Educational Conference and it recommended that the Vice-chancellors should in future be appointed by the Chancellor. As the Chancellor is the Governor of the State and as under the Constitution he does everything on the advice of the Council of Ministers, appointment by him becomes for all practical purposes appointment by the State Government. Government is sure to accept the recommendation of the Conference. It may therefore be said that the wheel has turned full circle and that we have reverted to the system which existed when the foreigners ruled over us.

WITH a Vice-chancellor appointed by government and naturally seeking its favour for being reappointed the university loses much of its autonomy and becomes practically a wing of its administration. Through the Director of Public Instruction it controls Secondary and Elementary education. Through the Vice-chancellor it controls Uni-

versity education. Where then is university autonomy?

Medium of Instruction

THE question of medium of instruction at the College and University level has come up for consideration at any number of conferences but no decision has so far been taken. Everything is in suspense and people concerned with education do not know in what direction it is desirable for them to move.

THE first point to be noted in this connection is that it is an All-India issue and that it has to be settled at the All-India level. It will be dangerous for each university or even for each state to take a decision on the matter.

THE Second point to be noted is that it is not merely an educational issue. It is primarily a political issue and the kind of action which a particular university or state should take depends on the political considerations involved.

ONE of the aims which those who take to university education have before them is to sit for All-India competitive examinations — the I. A. S., the I. P. S. etc. Unless the Government of India decides what language will be the medium through which these and similar examinations are held it will not be wise to embark on any change in the medium of instruction in universities. So long as English continues to be the me-

diu for All India examinations English is bound to be the Medium of instruction at the University level whatever disadvantages it may have from a purely educational stand point. Universities will switch over to Hindi if Hindi becomes the medium for All India examinations. If both English and Hindi become the media, Universities in the Hindi speaking areas will adopt Hindi as the medium of instruction while it is likely that English will continue to be the medium in the rest of the country. The regional languages will become the media of instruction only when they are adopted—all of them—as media for All India examinations. This is the simple truth and without keeping it in mind there is no use in carrying on controversies regarding the medium of instruction at the University level.

THIS view was emphasized at the educational Conference held at Hyderabad and the state government was asked to ascertain the policy of the central government in regard to the language or languages it proposes to adopt for conducting the All-India examinations. This is the commonsense view of the matter. The question should be taken up by the National Development Council and an early decision must be arrived at. There will be no stimulus to the preparation and publications of standard books in the regional languages unless and until this decision is known.

Readers' Forum

Parental Responsibility

Sir,

Unless the child is guided by an expert in the cultivation of his aptitude, native genius, and the economic needs for the wherewithal of life, there is no good done to him or the nation. Hence parents should leave the choice of the careers in the hands of experts. It is also true that the so-called experts are less informed than the ignorant parents, or that they misjudge often. But in general, the parent ought to depend upon the expertness and unerring judgement of the expert teacher for moulding the personality of his child.

This means the average parent should not interfere in the methods adopted to improve, correct, and mould the physical, mental, moral and emotional being of the child at School. But it is sadly true that the teachers into whose hands the child accidentally happens to fall, in these days of mass education, are not well equipped for such an onerous job as cultivating a new race. They lack the proper insight into the ends in view of the national education. That problem is not the concern of the parents. As units of society, well informed parents may organise the sanctions necessary to the drafting of true educators to the teaching profession, and controlling the censor laws which control the films, the cheap literature made available to children, the immoral atmosphere that is made to pervade the civic life, lest the impressionable minds of the children are super-impressed uncom'g the work at schools, and a host of other evils of the modern age. In a word, if the well informed among the public take up the duty of educating the average parents in the ways in which they could co-operate with the educator, and ways in which they may not undo the work at school, the day will soon come when everyone could feel proud of educational standards.

If educational standards are to mean the standard (quantitative or qualitative) of the facts learnt by boys, then also the curriculum has to be moulded afresh. A

We invite the opinion of our Readers in these columns on the *Pattern of Education*—
Vide Editorial on P. 169.

— Editor.

parental agitation and legislation is needed therefor. Above all, let the parents, as responsible citizens, whose interests of racial wellbeing and national renaissance are to stand on a high pedestal, not corrupt the poor teacher and the educator in any way and for whatever reason, so that we may soon herald the golden age of a new culture in this ancient land of ours.

Guntur. } M. V Seshachari,
15-9-'64 } M. A., B. Com., I L. B., B. Ed.

No Gambling in Education

Sir,

The present pattern of examinations provides elements of chance for easy promotion. An examinee can cram certain topics of a subject and secure conveniently pass mark like a gambler gets a chance in gambling. This is due to setting of all essay type questions in the examinations. But examinations should aim at testing the acquired knowledge and also its application in similar situations, circumstances and problems. So the objective type of questions is the latest technique of testing the pupil's ability for application of knowledge acquired by him. This type of questions discourage guessing and cramming on the part of the examinee. Thus a perfect examination will have to test the different traits of mental development. There are different types of objective tests out of which most useful items are suggested here.

1. *Memory Test questions* :— Several bit questions may be set to secure one-word answers to test the power of memorising events, dates, places, words, phrases, numbers, symbols etc.

2. *Alternative - response questions* :— The examinee has to pick up which are

true and which are false from a group of given statements.

3. *Completion of Statements* :—Completion of Statements, out of which the appropriate one is to be chosen.

4. *Filling up blanks* .— Sentences eliminating some important words may be given to be filled up by the examinee. He has to fill up the gaps with suitable words or phrases relating to the sense of the incomplete sentence given.

5. *Matching co-related words* :— Words co-related to each other are given in two columns in dislocated manner. The examinee has to pick up the co-related words and make pairs.

6. *Picking out correct reason, cause or effect* :— A group of plausible sentences can be given out of which the appropriate one is to be chosen for the given statement.

7. a) *Rearrangement of words as instructed* : In a haphazard way the events, dates, person's names, discoveries and explanations can be given and asked to rearrange in chronological order.

b) *Classification of words, numbers, symbols* :— Two or three kinds of words can be mixed in a continuous list and the examinee may be asked to group them regarding their kind.

8. *Location of parts or places in a diagram or Map* : An outline diagram or map may be given in the question paper and the examinee may be asked to locate some important parts in the diagram or some important places in the outline map.

The above mentioned items of questions aim at eliciting exact answers from the examinees. At present the nation is in need of efficient, intelligent, skilled people to render service, for its prosperity. So for this selection through examination, the Boards of Secondary Education and universities may try to introduce the objective type of questions in conducting the examinations.

Social Studies Texts

Sir,

In our own country the study of the social sciences, known as the social studies has become a subject of controversy. This need not surprise us if we realise that such a controversy has arisen even in America from which we had copied this course of studies and incorporated it in our Curriculum.

Writing on *Social Studies* Mrs. V. R. Rogers and R. M. Muessiq are opinion that there ought to be a revolution in writing Social Studies Text. According to them, one uniform defect of these text books is that they contain only a collection of dates, names, places, etc. They do not lead us any where.

The authors suggest that instead of one big text, we could have a number of small booklets dealing with specific topics. A number of topics, thus studied and published in small booklets could be offered from which teachers and children could choose what are suitable to them.

Another defect of these text books is, the presentation in them which utterly lack social reality. They lack objectivity. They do not stimulate enquiry and investigation and content with assign-study-recite tests. "Teachers, writers, editors and publishers, and researchers must work together and have the goal of educational growth of children before them."

The above criticism has great relevance to our social studies syllabus which is unwieldy and is just a jumble of history, geography, civics, architecture, civilisation and what not. We could split up these studies into a number of topics, (regional, national and international) and bring out a thorough study of each of them in the shape of booklets and the schools may be given the choice of selecting a prescribed number of topics to be taught to their students. Social studies would then be more purposeful, their teaching more profound and the learning of them by the students more easy.

Purushottampur. } Sri Sarat Chandra
14-10-54 } Satapathy.

Tindivanam, | M. V. S. Chari



DELHI

ADVANCE ACTION FOR FOURTH PLAN

The planning Commission has approved advance action programmes for the Fourth Plan in the field of education involving a total expenditure of about Rs. 17 crores, it is learnt. About Rs. six crores would be required in 1964-65 and Rs. 11 crores in the next year on these programmes which are preparatory steps for the Fourth Plan.

The programmes included for advance action are teacher training, acceleration of girls education, pilot projects in adult literacy, arrangements for manufacture of scientific equipment, training of library personnel, vocational and correspondence courses.

FOREIGN TEXTBOOKS

It is also proposed, as a part of advance action programmes, to take up selection of title for cheap editions of foreign textbooks for universities.

Educational administration in the States is also likely to be strengthened to cope with the problem arising from the large expansion in enrolment at all levels of education and implementation of schemes of qualitative improvement on which the Fourth Plan puts great emphasis.

The Fourth Plan outlay for education is placed at Rs. 1400 crores as against Rs. 560 crores in the Third Plan, covering both general and technical education. A provision of Rs. 100 crores in the private sector is likely to be made so that a total outlay of Rs. 1,500 crores is envisaged for education.

TENURE OF VICE- CHANCELLORS

The Government of India is considering a proposal to restrict the tenure of office of university Vice-Chancellors to five years and limit the field of sele-

ction to educationists, preferably below the age of 60, it is learnt.

The proposal is believed to have emanated from the Committee for Model University Act. The full report is yet to be submitted.

Once the Government accepts the proposal, it will be introduced in the four Central Universities, those of Banaras, Aligarh, Delhi and Vishva-bharati.

The Centre will also write to the State Governments to take suitable steps to introduce the same system of tenure and selection. So far, there is no uniform pattern for the selection or appointment of Vice Chancellors.

PAY SCALES OF SANSKRIT TEACHERS

A meeting of the representatives of the State Governments on development and popularisation of Sanskrit has urged that there should be no disparity in the pay scales of Sanskrit teachers, possessing traditional degrees and of those possessing the equivalent degrees of modern educational set up.

The meeting suggested that the traditional type of Sanskrit institutions should be classified in accordance with the local conditions prevailing in the States concerned and pay scales of teachers employed in such institutions should be the same as those of teachers employed in modern institutions of the corresponding level.

USE OF HINDI FROM JAN. 26

The Ministry of Home Affairs, has asked all Central Ministries to send by October 15 special reports indicating the steps so far taken by them to promote the use of Hindi for official purposes.

These reports have been called for in view of the approaching deadline of

January 26, 1965, when Hindi becomes in law the official language of the Indian Union.

An official memorandum issued by the Ministry of Home Affairs, says all Ministries should issue some communications in Hindi to the Hindi-speaking States with effect from January 27 next year. As far as possible, communications to the Central Government offices in Hindi speaking areas should also be in Hindi, the memorandum advises.

All letter heads, and printed forms and proformas to be used after January 26, 1965, will contain headings in both Hindi and English (Hindi heading first).

ANDHRA PRADESH

SEMINAR ON EDUCATION

A two-day seminar on education was inaugurated at Hyderabad on 23rd and 24th of Oct., 1964, by the Chief Minister, A. P. Among other things, they considered the University Act, seeking uniformity in syllabi of Matric and P. U. C., 3-year-degree course, common rules for admission in professional colleges including common entrance examination, shift system in select colleges to afford increased facilities in science courses and uniformity in work load.

The Planning Commission Member, Dr. V. K. R. V. Rao, the chairman of the University Grants Commission, vice-chancellors, secretaries of Planning, Education, Finance and Panchayati Raj, and members of Opposition parties participated.

EXCHANGE OF STUDENTS BETWEEN PAK. AND INDIA

The Syndicate of the Sri Venkateswara University considered the letter of Gen K. M. Cariappa suggesting that exchange of students between India and Pakistan would help solve the minority problem and promote friendly relations between the two and this University could invite a batch of about 50 students from the Universities of Pakistan.

It was resolved to request the Vice-Chancellor to place the matter before the appropriate authorities for a policy decision and to send a reply to General Cariappa.

ANDHRA VARSITY'S RELUCTANCE TO IMPLEMENT U. G. C. SCALES

Dissatisfaction of the teachers of Andhra University over the authorities' reluctance to implement the Third Plan UGC scales of pay on an unrestricted basis is growing in proportion day by day.

The Andhra University Teachers' Association, formed recently for the first time in the history of the university, at its general body meeting, held on Oct. 18, discussed the question threadbare and constituted a sub-committee with Prof. S. Meenakshmi - Sundaram, Prof. K. Satchidnananda Murthy, Mr. Y. Srirama Murthy, Mr. M. S. Raju and Mr. M. S. Gopalakrishna Reddy, as members, to negotiate with the university authorities.

MADRAS

USE OF ENGLISH IN LEGISLATURE

The Madras Legislative Assembly had a discussion on Oct. 16 on the state legislature (Continuance of the use of English Language) Bill, 1964.

The Bill which provides for the continuance of the use of English for transacting the business of the State Legislature beyond January 25, 1965, received general support and was passed.

EVENING COLLEGES FUNCTION ONLY FROM NEXT YEAR

The Principals of colleges, who desire to start evening courses, must write to the University before the end of this year, intimating their desire.

The conditions resolved upon by the Syndicate, at its meeting on August 28 were placed before the Council for information. As already published in these columns, it involves an additional year of study over the normal period prescribed for the regular students.

NEW RULES OF ADMISSION TO P. U. C.

The large numbers of applications received by Principals of colleges during the current academic year following the abolition of the selection system in the S. S. L. C., has led to certain problems and these were referred to at the meeting of the Academic Council. It would almost appear, that in certain subjects like Mathematics, General Science, etc., the candidates may just scrape through, and yet on the basis of the total marks obtained seek admission in the P. U. C. In view of the importance attached to Mathematics and Physical Science and the advances made in these subjects, it was felt that a minimum might be fixed at 40 per cent for admission in the PUC in what might be called Part III Group A-Sciences. It had also been noted that there was a gradual diminution in the number of students seeking studies in the Humanities.

Taking these aspects into consideration the Syndicate of the University had framed certain rules for eligibility in respect of candidates taking the SSLC for admission into the PUC, and consequently the Ordinances for the PUC had been revised.

For the Academic Course, according to the new rules, candidates should have secured not less than 40 per cent of the marks in the Regional language or mother tongue chosen, and 40 per cent in English; and either, not less than 40 percent in Mathematics, 40 per cent in General Science, and 35 per cent in Social Studies; or not less than 35 per cent in each of the three above subjects. The candidates in the first group, who obtain not less than 40 per cent will be able to take Mathematics, Physics, Chemistry and Natural Sciences in Part III Group A (Sciences) in the P. U. C. while those who get not less than 35 per cent can take History, Geography, Commerce, Economics, Fine Arts, etc.

RAJASTHAN

FAILED STUDENTS TO BE PROMOTED!

The Academic Council of Jodhpur University has decided to declare promoted all students who had failed in the engineering courses. Nearly 150 students will be benefited by this decision.

Six students of the engineering faculty had gone on hunger strike earlier.

MYSORE

CAPITATION FEES IN COLLEGES CRITICISED

The Central Advisory Board on Education, has 'condemned' and expressed concern over some corrupt practices in educational institutions like the levy of capitation fee and receipt of donations and suggested that admissions to professional colleges should be on the basis of merit alone.

Giving the recommendation of the Board to pressmen, the Union Education Minister, Mr. M. C. Chagla, came down heavily on the principle underlying which, according to him, was opposed to socialism and the egalitarian set-up to which the country was wedded.

KERALA

PRIVATE COLLEGE TEACHERS' PLEA

A representation regarding the pay and service conditions of private college teachers in Kerala was made by Mr. V. R. Subramaniam, President and Mr. V. S. Ouseph, General Secretary of the All-Kerala Private College Teachers' Association to the Governor, Mr. V. V. Giri, on Oct 4.

The memorandum presented by them said that there were about 2700 teachers in the 84 private colleges in Kerala, as against nearly 650 teachers in 15 Government colleges and pleaded for according private teachers parity with those in Government colleges.



Public Opinion

UNION MINISTER Mr. CHAGLA

On the task facing

The New Education Commission

The Union Education Minister, Mr. M. C. Chagla, asserted on Oct. 2, that India, by virtue of its traditions and its constitution, should choose a middle course between the Laissez faire and regimented patterns of education.

Mr. Chagla was formally inaugurating the Education Commission which was appointed in July to review all aspects of education and recommend a national educational policy.

The Minister said there were two ideas of education prevailing in the world to-day in favour of leaving the individual free to choose what education he should acquire, and the other that education should not be divorced from life and that the citizen should be prepared for a role in society he is to live in. The two were opposed to each other and the second inevitably led to regimentation.

Mr. Chagla told his audience, which included several eminent Indian and foreign educationists and members of the Planning Commission and Parliament, that the Commission had already started functioning. It had set up twelve "task forces to study in detail 12 aspects of education, including education, administration and finance, new techniques to teacher-training and welfare, student welfare and all stages of education, including school education, higher education, agricultural education, science education and education of adults.

INTERIM REPORTS

Urging the Commission to submit interim reports, Mr. Chagla said that he had given 14 months to the Commission to complete its work and furnish a report. This was perhaps ambitious or too optimistic. At any rate, he hoped the Commission would conclude its work within two years. According to the Government's resolution the Commission has to

submit its report not later than March 1966, he added.

Mr. Chagla assured the Commission that its report would not go the way of other reports. "I give the solemn assurance—if I still hold this post when the report comes out, that I will see to it that the decisions of the Commission, to the extent we agree with them—and there is no doubt we will with most of them—will be implemented. I have not appointed the Commission to write a learned essay on education.

WORLD-WIDE INTEREST

The Commission had evoked world-wide interest, the Minister said. Other countries had set up commissions which dealt with a particular aspect of education but the Indian Commission was a unique experiment since it had very wide terms of reference covering all aspects of education.

Earlier, Mr. Chagla underscored the role of education in subserving the nation's goals, integration, socialism and democracy.

"I attach the greatest importance to the fact that education should advance the cause of secularism. One of the most important objects of education should be to bring about national integration between region and region, language and language, community and community and religion and religion," he said.

Dr. D. C. PAVATE

Warns against

Education in Joint List

Dr. D. C. Pavate, Vice-Chancellor, Karnatak University, Dharwar, declared that there was no reason at all for amending the Constitution to make Education a concurrent subject.

Dr. Pavate, who was delivering the Convocation Address of the Marathwada University, on Oct. 14, stressed that the University's autonomy should be real

and, yet, the State and the Central Governments should not only supply adequate funds to the universities but also take a responsible interest in their progress and good administration.

Modern universities, Dr. Pavate pointed out, should educate the whole man, develop the full personality rather than merely provide a limited quantity of information. The universities determined the pace of progress in view of our increasing dependence on science and technology. Indifference to universities by the State or the Central Government would be fatal to the whole nation, he warned.

Dr. Pavate thought that the plea for making education a concurrent subject was a bureaucratic way of thinking. The administrative mind, which was a bureaucratic mind, had little understanding of the academic mind, with originality of outlook and fertility of ideas. The main reason for the autonomy of universities, he emphasised, was to keep them aloof from the party politics of the country.

Mr. M. C. CHAGLA

Renews call for

Education in Concurrent List

The Union Education Minister, Mr. M. C. Chagla renewed his appeal that State Governments should agree to the proposal to put education in the Concurrent list. He said the Centre would not interfere unless it was forced to. The Union Minister was inaugurating the 31st meeting of the Central Advisory Board of Education at Bangalore on Oct. 11.

Mr Chagla referred to the recommendation of the Sapru Committee in regard to placing education in the concurrent list, and said that if there should be a national pattern of education and national education, it was obvious that a national policy should be laid down by the Centre.

Allaying the fears of States about the consequences of acceptance of the proposal, Mr. Chagla said that opting for the concurrent list would not deprive States of their power to legislate in the field of education and exclusively Union subject. It only meant that both the

States and the Centre would have to legislate.

Mr. Chagla stressed the need for an all-India educational service and said that only four States had not given their consent to the proposal. He wanted to know what could be the prejudice against the proposal.

FINANCE

Referring to education and economy, Mr. Chagla said economy was very much in the air meaning cutting down of expenditure. Now it had been suggested that expenditure on education should be cut by Rs. 20 crores. He wanted to emphasise that it was letting education to be the 'first casualty' in the drive for economy. The slowing down of education either in quality or quantity, he warned, would be a national calamity.

Dr. S. RADHAKRISHNAN,

On

Qualification of Diplomats

Laying the foundation-stone for a building to house the Indian School of International Studies on October, 7, President, Dr. S. Radhakrishnan, wanted more and more probationers of the Indian Foreign Service to be trained at this school. They should not only be imparted knowledge of national and international affairs but also instructed into the principles of our own culture. Some of these persons, the President said, were stated to be lacking in even the fundamentals of the Indian culture.

The President described the school as a "truly international" institution whose main purpose was to bring academic objectivity, detachment and impartiality to bear upon the discussions on various problems and thus contribute to relaxation of tension between nations.

Dr. Radhakrishnan expressed his "deep admiration for the selfless work" done by Mr. H. N. Kunzru, former M. P., in building up this institution, and said that the Sapru House and the Indian School of International Studies would be permanent monuments to Mr. Kunzru's well-known "devotion and dedication to public causes."



Experiment in Sixth Form Education

By JEAN SILVAN EVANS

The need for a new philosophy of education for sixth forms catering for pupils of 16 to 18, has emerged in Britain from the pressures created by a steady rise in the number of senior pupils and by their earlier maturing. In preparation for college, university or future career, more and more young people stay on at school up to ages which make it no longer relevant to treat them merely as "older children."

All over Britain, schools are trying to come to terms with this problem and to evolve sixth forms that will produce lively and intelligent young adults and be an effective bridge between school days and later life. After years of school-time discipline too many college students still wilt before the university challenge to their self-reliance.

PROTOTYPE UNIT

As one experiment towards the solution of this problem, Britain's Department of Education and Science is designing a prototype "sixth form unit" that will help to create and sustain mature attitudes towards work and leisure. It will be sited at the Rosebery Country Grammar School for Girls in Epsom, Surrey, southern England where a liberal and stimulating sixth form has been created by the headmistress, Miss G. O. Lack. A parallel scheme is being worked out at a boys' grammar school in the north of England.

Architects and school staff are still conferring on details of the Rosebery project, but it seems likely that unit will be attached to the main school building and will include halls for lectures, films and music, two common rooms, a number of small division rooms

for group discussions, and a coffee bar. As a release from the formality of the normal classroom atmosphere some of the rooms will be curtained, carpeted and furnished with easy chairs.

The girls will have space and scope in the unit for doing their private study and will also have special facilities — possibly in the form of reading days — for working in the well-stocked school library. This will also have a number of specialised reading rooms, including one with information on careers.

Miss Lack lays emphasis on the importance of having the unit attached to the school.

"A separate building," she said, "would mean that the girls in the sixth form were segregated from the rest of the school. We believe that as girls grow up they should have a natural relationship with older people, their parents and teachers, and with those who are younger than themselves. Part of the trouble with our society today is that adolescent groups are too often cut off from these natural relationship and become self-conscious and sometimes anti-social. We hope that, while they are still at school, they will be led to realise that they are part of wider society to which they can make a valuable contribution."

NEW TEACHING TECHNIQUES

A new conference hall is being provided for the school as a whole, and this, with the other halls, will be the focus of the new teaching techniques which Rosebery's huge sixth form population — already at the 300 mark — has made necessary. Lectures can be

given there to large numbers of sixth formers who will later split in to small groups for discussion in the division rooms and tutorial rooms or for practical work in the laboratories and workshops.

Sixth form girls will be able to use the school's communal dining facilities, but a coffee and snack bar within the unit will give them special opportunities for meeting one another and the staff informally, and will provide light evening meals for girls who are staying on after school hours to join in the unit's evening activities.

Miss Lack intends to open the unit to sixth formers from other schools in the area and to keep it open until nine in the evening.

"The evening sessions will give a new dimension to our work," she said. "So often in a day school discussion is cut short by the clock. Often a lesson or a television programme will stimulate the girls, but there is too little opportunity for discussion. The evenings will give us time to talk. There will be a television set in the unit so that the girls can watch educational programmes that perhaps the family would not want to share, or they can read in the library."

The evenings will also be the time for dances, school societies and a projected film club. The activities will largely be run by the girls themselves, and it is hoped that this will encourage them to feel that they are being accepted as members of a more adult community.

LIBERALISING STUDY SESSIONS

It is 12 years since Miss Lack first embarked on a conscious policy of encouraging more and more girls to stay on at Rosebery school for anything up to three years past the permitted leaving age, and to take part in its varied sixth form courses. She felt then that sixth form existence too often tended to lack intellectual stimulus and to be dominated by public examinations.

So she set out to liberalise the study sessions. She took the girls out of uniform to give them a new feeling of independence, and introduced a wide and coherent course of general studies into which examination subjects are fitted. The programme which the girls now follow includes courses in general mathematical ideas, the sciences, religious and political philosophy, the development of civilization and ways of thought—linking the past, present and future—current affairs, and the practice, study and appreciation of art and literature.

Rosebery's "sixth form unit" — due to be started in the autumn of 1965 — will be of great value in further stimulating a nature and independent spirit among the senior girls. It is a spirit which has been fostered and worked out in practical terms over more than a decade and it is for this reason that Rosebery School was chosen as a vehicle for what promises to be an exciting educational experiment.

— B. I. S.

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Mudhoji High School, Phaltan,
(Dist. Satara.)

A NEW AWAKENING

(Continued from page 166)

shows itself in readiness to place the country above self and willingness to serve the motherland through an arduous training for such service, to ensure unswerving loyalty to the country in the face of every danger we need three important aids — tradition, idealism and the most exacting discipline.

As in all character building programmes, so in the Integrated Programme of National Discipline Scheme also, success depends to a large extent upon competent instructors. The two Central Training Institutes, one at Sariska (Rajasthan) and the other at Barwaha (Madhya Pradesh) train each about 600 young men and women in a vigorous training course of nine month's duration. The trainees are drawn from different regions of the country and are paid, a monthly stipend of Rs. 85/- P. m. each. While under training, they live and act as members of one community at the institute and get acquainted with each other's traditions and customs. On successful completion of the training they are accredited to schools in various States and Union Territories as NDS Instructors for imparting instructions under the integrated syllabus to the children. Regular refresher courses are also arranged at suitable intervals for improving their functional efficiency and educating them in new ideas. Each instructor is expected to look after the training of a group of 250 to 400 school children and their strength being 6060, the scheme is in operation in about 4000 schools covering as many as 20 lakh children.

The service of qualified and trained physical education teachers serving in secondary schools are also

being geared into this gigantic nation building programme. A net work of training centres have been planned for their reorientation to the integrated syllabus. The teachers are deputed to the centres for a 3 month intensive training course for which they are paid a stipend of Rs. 60/- p. m. in addition to their usual pay and allowances they get from schools. On successful completion of the training they are employed wholtime in implementing the scheme syllabus.

The new scheme envisages a variegated training programme which includes drill, marching, physical activities and more strenuous games like lezim, malkham etc., etc. The training in folk dances of various regions, community singing of inspiring patriotic songs are some of the other important activities included in the integrated programme. The objective is to make the students physically strong, tough and resilient; to develop in them endurance, courage, discipline and patriotic fervour, educating the youth in our common heritage—the essential unity underlying the apparent diversities—the need to appreciate these diversities and thus create a national outlook and regard for higher democratic values; to equip them to perform any job competently and efficiently and thus prove the nation's virility and establish her economic strength; to take pride in belonging to the land and have faith in its ultimate destiny.

The most significant feature of the scheme and indeed its appeal and strength lies in the unique absence of compulsion in its varied activities. It is non-political in character and carefully avoids regimentation of any kind. It is democratic in its outlook and approach and socialistic in its ideals. It teaches self-discipline and self-knowledge and by infusing self-

Correspondence

Pay Scales of Teachers

Sri V. P. Raghavachari, M. L. C. (Teachers), Leader of National Democrats in the Legislative Council, in a statement to the press says :

"The apathy and indifference of the Government of Andhra Pradesh to the legitimate demands of teachers, N.G.Os. and other low-paid employees of the State, are highly regrettable. Government have failed to provide any relief to the employees to offset at least partially, the abnormally high cost of living, which is rising day by day, making the lives of employees harder and harder. What the employees have asked for is an interim relief of just Rs. 10/- and the appointment of a Higher Power Pay Commission. The reported sympathy of the Chief Minister to the demands of employees has not been exhibited in any concrete measure and the employees had at last to observe the "Pay Strike Day" on the 1st October, as a prelude to more severe action in the near future.

The Government of Madras, which revised the D. A. of its employees in May last has announced a further substantial increase in D. A. on the 30th September. The rates of Dearness Allowance of the employees in Andhra Pradesh bear no comparison for the D.A. rates in Madras, as will be evident from the following table :

(Continued from preceding page)

confidence and courage, equip the youth better for social and national service both in times of peace and war.

In short it awakens the youth from its slumberous unconcern and lead it to the large vistas of participation in national reconstruction.

MADRAS

Pay Group.	D. A.
1-89	Rs. 20-50
90-149	„ 25-50
150-209	„ 42-00
210-299	„ 50-00
300-315	The amount which makes the total emoluments Rs. 350/-.
316-600	Ranges from Rs. 35/- to Rs. 20/-.

ANDHRA PRADESH

Pay Group.	D. A.
1-149	Rs. 15/-
150-300	Rs. 26/-
Above Rs. 300/-	With marginal adjustments to make up Rs. 326/-.

The above comparative table will show the vast difference between the rates of D. A. of Government Employees in Madras and Andhra which ranges from Rs. 5-50 in the lowest pay range to Rs. 24/- upto Rs. 300/-. Further, in Madras the salary limit for eligibility for D. A. has been raised to Rs. 600/-, while in Andhra Pradesh the salary limit is kept at Rs. 300/- only. The minimum which our State Government should now do is to announce immediately a D.A. increase equivalent to what the Madras Government has announced for its employees at the same time raising the salary limit for eligibility for D. A. to Rs 600/- and thus set at rest the agitation of the State employees.

I congratulate the teachers, N.G.Os. and other low-paid employees of the State as also the Medical and Press Employees for observing the Pay Strike Day with tremendous success by responding to the call of their representative organisations."

Hyderabad, } (Sd.) V. P. Raghavachari,
3-10-'64 } M. L. C.

EDUCATION

(43rd year running)

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